

Planimetry as a Structural Component of Structure for Professional Training of a Future Teacher of Mathematics

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Abstract: In this article, the essence and component composition of the competence of the future teacher in the field of planimetry and its teaching methods are defined as one of the components of his professional competence.

Keywords: competent approach, basic competence, professional competence, mathematical competence.

INTRODUCTION. Among the many reasons for the need to develop and implement a competent approach, one of the most important is that graduates of pedagogical higher education institutions who have successfully completed the training course become incompetent professionals who are unable to apply their knowledge in practice. One of the reasons for this is that education is "separated" from practice, and the other is that learners are more passive, reproductive activities. The problem-based approach allows them to be organized in such a way as to maximize their inclusion in the educational process. This is often done in a way that shows that theory is related to practice.

Basic competencies reflect the specifics of a particular professional activity. Competence for professional pedagogical activity is the basis for the "construction" of professional activity in the context of the requirements of the education system at a certain stage of development of society. Specific competencies reflect a specific subject or sub-subject area of professional activity. Specific competencies can be considered as the implementation of basic and basic competencies in the field of academic science, in a particular field of professional activity.

LITERATURE ANALYSIS AND METHODOLOGY. Defined types of competencies are interrelated and evolve at the same time. It forms an individual style of pedagogical activity, creates a holistic image of the specialist and, ultimately, ensures that his professional competence is formed as a certain integrity, integrative personal description.

A similar approach was taken by V.I. Proposed by Baydenko [1], he divides the structure of professional competence into basic, professional and subject competencies.

DISCUSSION. Basic competencies are the characteristics of any of the existing levels of higher education that can be part or all of them.

Professional competencies include the readiness and ability to act purposefully in accordance with the requirements of the work, to solve problems and problems methodically, organizationally and independently, and to evaluate the results of their activities. In other words, these are methods and techniques that are specific to different areas of activity.

Subject competencies are based on the specific characteristics of the field of teaching.

The term "professional competence of the teacher" is interpreted differently in the scientific and pedagogical literature.

N.M. Boritko states in his work: "Competence as a unit of theoretical and practical training of a

teacher to perform professional functions represents not only activity, but also the teacher as a subject of his independent, responsible, proactive interaction with the world. According to this feature, competence integrates the professional and personal qualities of the teacher, directs them to the acquisition of knowledge and purposeful forecasting, planning and implementation of activities, activates in the development of personal abilities of the teacher, the desire for self-realization in socially useful activities. ensures its professional development while studying at a higher education institution "

A.P. According to Akimova [2], a teacher's professional competence - in the narrow sense - is the sum of knowledge, skills, abilities acquired by the subject during education, in the broad sense - with the environment. the success rate of the reciprocal relationship.

The professional-meaning (basic) component implies the theoretical knowledge of the educator on the basics of the science of human personality, which ensures the educator's awareness of the content of his professional activity in the upbringing, teaching and education of children. The professional (practical) component includes professional knowledge and skills that are tested in action and most effectively mastered by the individual. The professional-personal component includes the professional-personal qualities of the teacher, which determine his position and orientation as a person, an individual and a subject of activity "[3].

Summarizing all of the above, we note that many authors, in defining the professional competence of a teacher, combine his theoretical and practical training in the implementation of pedagogical activities. At the same time, many of them distinguish the active component of professional competence and emphasize that it is manifested only in conjunction with human values, that is, shows a deep personal interest in this type of activity.

Before describing the competence of a future mathematics teacher in planimetry and its teaching methods, here are some definitions of mathematical competence.

Mathematical competence refers to the systematic qualities of an individual that combine deep and solid knowledge of mathematics, the ability to apply existing skills in new situations, and the ability to achieve significant results and qualities in action. In other words, mathematical competence implies a high level of knowledge and the availability of independent work experience based on that knowledge.

Mathematical competence of a future mathematics teacher is understood as an integral feature of the individual, he has a deep and solid knowledge of mathematics, the ability to professionally solve problems and tasks arising in a particular situation of pedagogical activity, to achieve significant results and qualities in practice the ability to use mathematical methods and personal qualities to the subject of the activity.

As described above, this type of competence, which plays an important role in the professional and pedagogical training of future mathematics teachers, serves as a kind of "bridge" between mathematical and methodological disciplines, we call elementary mathematics. We will develop the section "Planimetry" in the course.

If the courses of mathematical analysis, algebra and geometry provide a scientific basis for all the concepts introduced in school mathematics, and the process of solving problems in these disciplines is primarily aimed at developing one or another aspect of the concept being studied, elementary mathematics In practical training, the focus is on issues that reflect information about the activity, not the content - this is what happens in the traditional practice of education.

The future mathematics teacher is considered competent in the field of planimetry and its teaching methods, if the following is formed:

motivational-value approach to the study of the content and methods of teaching planimetry;

modern knowledge of planimetry in accordance with the accepted standards of the school course and its teaching methods;

this knowledge in solving educational and practical tasks and teaching problems; know how to use it in innovative and creative activities;

readiness to organize students' creative activities in planimetry;

ability to reflexive-assessment activities.

CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS. Now, we come to the part where we talk about the middle ground. The definition also pays sufficient attention to the personal characteristics of the future mathematics teacher in accordance with traditional knowledge, skills and competencies, as well as the requirements of a competent approach.

Among the above, we consider it necessary to emphasize that in the methodological system of teaching there is a final cycle of the pedagogical process, such as control, which determines the level of achievement of learning objectives.

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